

## GROVE ELEMENTARY

1220 Old Grove Road  
Piedmont, SC 29673

**GRADES** K-5 Elementary School

**ENROLLMENT** 501 Students

**PRINCIPAL** Sam McDowell 864-299-8333

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	25	52	17	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes

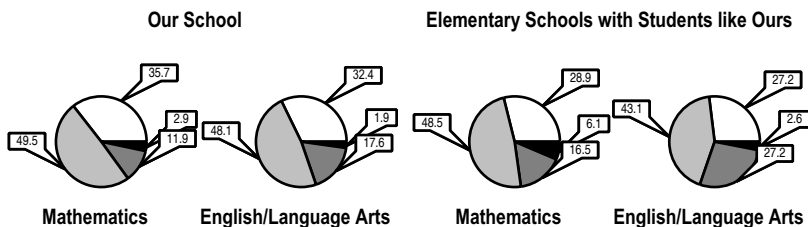
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	242	98.8	31.6	48.5	18.0	1.9	32.0	Yes	Yes
<b>Gender</b>									
Male	119	98.3	40.4	45.5	13.1	1.0	28.3		
Female	123	99.2	23.4	51.4	22.4	2.8	35.5		
<b>Racial/Ethnic Group</b>									
White	63	100.0	19.2	50.0	25.0	5.8	38.5	Yes	Yes
African-American	164	98.2	37.2	45.5	16.6	0.7	29.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	12.5	87.5	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	185	100.0	22.8	52.5	22.2	2.5	40.1		
Disabled	57	94.7	63.6	34.1	2.3	0.0	2.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	242	98.8	31.6	48.5	18.0	1.9	32.0		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	98.7	31.9	48.0	18.1	2.0	32.4		
<b>Socio-Economic Status</b>									
Subsidized meals	181	98.9	34.0	49.4	16.0	0.6	30.1	Yes	Yes
Full-pay meals	61	98.4	24.0	46.0	24.0	6.0	38.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	242	99.2	34.8	50.2	12.1	2.9	30.9	Yes	Yes
<b>Gender</b>									
Male	119	99.2	32.0	54.0	13.0	1.0	33.0		
Female	123	99.2	37.4	46.7	11.2	4.7	29.0		
<b>Racial/Ethnic Group</b>									
White	63	100.0	17.3	53.8	23.1	5.8	48.1	Yes	Yes
African-American	164	98.8	42.5	48.6	7.5	1.4	23.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	12.5	62.5	12.5	12.5	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	185	100.0	28.4	53.1	14.8	3.7	37.0		
Disabled	57	96.5	57.8	40.0	2.2	0.0	8.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	242	99.2	34.8	50.2	12.1	2.9	30.9		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	99.2	34.6	50.2	12.2	2.9	31.2		
<b>Socio-Economic Status</b>									
Subsidized meals	181	99.5	36.3	50.3	10.2	3.2	29.3	Yes	Yes
Full-pay meals	61	98.4	30.0	50.0	18.0	2.0	36.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	83	98.8	38.7	36.0	24.0	1.3	25.3
	<b>Grade 4</b>	90	98.9	48.8	42.5	8.8	N/A	8.8
	<b>Grade 5</b>	73	100.0	59.1	40.9	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	72	100.0	20.9	44.8	28.4	6.0	34.3
	<b>Grade 4</b>	81	97.5	39.2	40.5	20.3	N/A	20.3
	<b>Grade 5</b>	89	98.9	36.6	56.1	7.3	N/A	7.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	83	100.0	25.3	58.7	12.0	4.0	16.0
	<b>Grade 4</b>	90	100.0	42.5	45.0	7.5	5.0	12.5
	<b>Grade 5</b>	73	100.0	62.1	31.8	6.1	N/A	6.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	72	100.0	16.4	64.2	13.4	6.0	19.4
	<b>Grade 4</b>	81	97.5	43.2	45.9	9.5	1.4	10.8
	<b>Grade 5</b>	89	100.0	41.0	44.6	13.3	1.2	14.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 501)				
First graders who attended full-day kindergarten	86.5%	N/C	100.0%	100.0%
Retention rate	5.8%	Up from 4.3%	3.6%	2.7%
Attendance rate	95.8%	Down from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.9%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.8%		4.6%	3.5%
Eligible for gifted and talented	5.6%	Up from 4.4%	8.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Up from 8.1%	8.8%	8.2%
Older than usual for grade	0.8%	Up from 0.6%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	30.8%	Up from 30.2%	46.9%	51.4%
Continuing contract teachers	87.2%	Up from 76.7%	85.7%	87.5%
Highly qualified teachers**	90.9%	N/A	94.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	83.2%	Up from 74.3%	86.0%	86.7%
Teacher attendance rate	94.9%	Down from 97.9%	94.6%	94.9%
Average teacher salary	\$38,922	Up 3.3%	\$40,379	\$40,760
Prof. development days/teacher	8.8 days	Up from 6.1 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 11.8 to 1	17.7 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 93.7%	89.9%	90.0%
Dollars spent per pupil*	\$6,888	Up 13.5%	\$6,243	\$6,044
Percent of expenditures for teacher salaries*	69.7%	Up from 67.8%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Grove Elementary School to provide students with academics opportunities to think communicate and solve problems, which will enable students to become positive, productive members of society.

We believe that education is a process that should provide a person with skills and knowledge to make decisions that will enable students at Grove Elementary to survive and participate in a democratic society. Education should provide an understanding of the different cultures. Education is a key to life-long learning and success in life.

All children, at Grove Elementary, are capable of learning and should be privileged to the same educational opportunity. Also, we know that individuals do not learn the same way or at the same rate. We should therefore make every effort to find the modalities of learning for all students. Individuals need exposure to a variety of instructional strategies and opportunities.

We believe that education is a shared responsibility involving student, parent, school and the community. Also, it is the responsibility of the learner to be responsible for his or her own learning.

Another challenge facing Grove Elementary will be to continue to provide services that adequately address the social needs of families served. These issues all interfere with the teaching and learning process. These issues also take intensive intervention before children can learn at normal rates. We intend to provide referral services to families, provide teachers with appropriate intervention strategies and provide more family education for those in need.

Grove Elementary has developed a culture that recognizes what is good about our school, but we are secure enough to create a level of dissatisfaction that essentially says, "We can do better."

Sam McDowell, Principal  
Tammy Landreth, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	70	26
Percent satisfied with learning environment	73.0%	75.8%	60.0%
Percent satisfied with social and physical environment	48.6%	77.6%	57.7%
Percent satisfied with home-school relations	48.6%	86.6%	52.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.